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ABSTRACT

The report tabulates and discusses the responses of 2346 members (70 percent) of the University of Minnesota faculty to a survey questionnaire examining faculty involvement in community service programs. Twenty-nine tables present numbers and percentages of responses with respect to descriptive characteristics of the faculty (discipline, academic rank, years of service, and major university responsibility), individual faculty obligations (academic and professional propriety of community involvement, and rewards for community service), opinions about social problems (need for societal reorganization, university's role in redressing social injustice, and the university and urban problems), necessary conditions and ambiguities of university involvement in community programs and services (faculty involvement and special skills, participation and disciplinary relevance, special staffs, community volunteers, and vested interests), and supplemental information (group affiliation, faculty involvement in extension programs, and faculty ranking on a national scale of the university and their department). Three pages of additional comments are included. (JR)

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UNIVERSITY OF MINNESOTA
CONTINUING EDUCATION & EXTENSION
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PATTERNS OF RESPONSE FACULTY COMMUNITY SERVICE SURVEY

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

CE00 3991

Winter, 1975

Clara Kanun

Background of the Study

In a broad sense, all professional activities of a University faculty are community services, and unique responses of program and services to special community requests from particular pressure groups were often made. However, neither the pressures nor the responses were widely visible in earlier periods. Demands from many newly visible pressure groups during the sixties resulted in new program responses particularly developed for and carried to new groups in the community. Although the services and skills of the faculty did not change, the recipients of the services and skills and the setting in which the action ocurred did. As the need for reassessing the allocation of resources to continue all programs and, particularly, new programs was defined, the need for evaluation of the programs became clear. This report is one phase of the evaluation.

The responsibility for the evaluation was assigned to Dr. Ernest Coleman, Special Assistant to the Academic Vice-President. Among other procedures, Dr. Coleman decided on an opinion survey as the most economical method for involving the faculty in the first stages of a dialogue about these matters.

In order to assure the respondents of anonymity the responsibility for collecting, processing and analyzing the data was assigned to the Director of the Research Department of Continuing Education and Extension. The resulting report is submitted as an autonomous product of the analysis.

Clara Kanun

Index

Pages

Summary of the Report.....6

The Descriptive Characteristics.....10

Faculty Characteristics.....16

Responses to Opinion Questions.....19

I. Individual Faculty Obligations.....21

II. Societal Questions -- Opinions About Social Problems.....33

III. Necessary Conditions and Ambiguites of University Involvements in Community Programs and Services.....46

The Additional Comments.....58

Supplementary Information.....60

Summary of the Report

Approximately 70% or 2,346 of the University faculty responded to the survey questionnaire. Responses were received from faculty in each college unit, and the ratio of actual responses from each unit to maximum possible responses was very close to the ratio of the number of faculty in that unit to the entire faculty. The largest number of responses was received from Health Sciences and second largest from the College of Liberal Arts. The responses from the collateral campuses were proportionately very high.

On the basis of rank the largest number and proportions of returns came from full professors, who returned 35% of the responses although comprising 30.6% of the faculty. Instructors, who make up 20.9% of the faculty, returned 14.1% of the responses. Assistant and associate professors responded in approximately the same proportion as their ranks occurred in the total faculty.

Approximately 60% of the respondents had held a faculty postion for 10 years or less.

Eighty-five percent of the returns came from individuals carrying teaching, research, or some other responsibilities with these traditional faculty assignments. Among the remaining 15% of the respondents were counsellors, librarians, Agricultural and Continuing Education and Extension program and administrative staffs, and faculty from support services and business administration.

On the basis of a comparison of the distribution of the total faculty and survey respondents on the identified characteristics, responses were representative of all possible responses.

Somewhat unanticipated, but contributing to the survey goal of involving the faculty in consideration of the problem, was the variety and vigor

of the supplementary comments from 723 of the respondents. For the purposes of the survey and particularly to define a common framework for the responses to the structured opinion questions, Dr. Coleman, in his letter to the faculty, defined the community programs as those in which the faculty participated:

> "xx in teaching University courses in the community, in staffing community health clinics, in teaching courses in workhouses and prisons, and in special academic counseling and tutoring programs to open post-secondary education opportunities to special populations."

In reading the faculty responses to the survey questions it is important to note that a faculty member's characteristic participation in community programs is similar to his on-campus professional activity. The unique aspect of community programs is that teaching and professional service occurred in non-traditional settings with non-traditional clientele.

Faculty responses to the opinion questions revealed a marked consensus on many of the items. The differences in response patterns which occurred among the colleges or campuses reflected the differences in academic disciplines, in professional functions and social roles, and in campus location.

One group of questions dealt with individual faculty obligations and responsibilities for community services, professional concerns and professional risks. There was majority agreement on a number of these items.

> Faculty members as citizens have an obligation to actively commit themselves to the solution of community problems.
>
> Current political visibility of faculty involvement in community service programs is appropriate.
>
> The faculty can and should be protected from political consequences of community service activity.
>
> Community service is not antithetical to the individual faculty member's professional interest.
>
> Teaching and research is the major form of community service.

Less than a majority, but a consensus by more than forty percent, agreed with the following statement:

> Faculty cannot be adequately rewarded by rank and salary for participation in community service.

A second theme for structured opinion questions was the societal, dealing with opinions about the University and the faculty in relation to social problems. Many of the supplementary comments from 723 of the respondents were made about the subjects covered in this group of questions.

Response patterns were not characterized by clear majorities but indicate a consensus among the respondents. Perhaps more interesting was the contrast among the colleges in responses to a number of the items in this group.

The consensus of all respondents (and among some colleges, the majority opinion) can be summarized on the items in this group as:

> The University can survive whether or not it is involved in redressing current social injustices.
>
> Solutions to community problems are not dependent upon a reorganization of the entire society.

A majority of Twin Cities Campus faculty agree that:

> The University contributes to the urban problems confronting the Twin Cities.

There was a great deal of uncertainty about the statement that:

> The University is doing as much as it should be expected to do in the area of community service.

A majority of the faculty indicated lack of knowledge about the statement that:

> Institutional responses through the Center for Urban and Regional Affairs have adequately represented the University's commitment to community service.

Almost half of the faculty agreed that:

> Solutions to community problems can be generalized and are not sitution specific.

The necessary conditions and ambiguities of University involvement in community programs and services were the third grouping of opinion questions. A large majority of the faculty agreed to the following statement:

> Faculty participation in community programs and service is not tied to specialized skills and specific academic disciplines.
>
> Competent solution of community problems depends upon faculty communication and cooperation across disciplinary lines.
>
> Participation in community programs is not limited to specialized academic disciplines.
>
> Appointment of a special staff for participation in community programs should not be made.

There was no clear consensus about the vested interest of staff and faculty in community programs conflicting with program goals.

A number of supplementary background questions were raised to provide information about the involvement of the faculty in community service. A large majority of the faculty had participated in extension programs in addition to the usual academic assignments, and 85% of the respondents indicated membership in community action groups.

The response patterns of University department ranking revealed that consistently various faculties ranked their departments higher than they ranked the University. Very few respondents ranked either lower than the top thirty.

The added comments from 723 respondents are shown on pages 58-60. As the numbers show, there is occasion for dialogue on many of these issues before a consensus is attained on which action and decision can be based. Nevertheless, the response rate and detail would indicate that the issues have been called to the faculty's attention.

Not all the detail in the following pages has been outlined in the summary, nor has all the possible data been covered in the report. Additional questions can be answered from the survey responses should the information be desired and requested.

The Descriptive Characteristics

For the identification of representativeness of faculty responding, a number of questions about campus, college or academic unit, academic rank and length of tenure preceded the opinion questions in the survey. The responses were representative of all campuses, academic units, professorial rank and University responsibility categories.

The mailing list of the faculty for 1973-74 carried 3,459 names, 31 of which were subsequently removed because they had left the University, leaving 3,428 faculty members who were surveyed. Approximately 69.3% of the faculty receiving questionnaires returned them; 14 were unusable because incomplete and 16 came too late to be included in the analysis. The analysis reported in this section, therefore, is based on 2,346 responses.

Not all University personnel holding academic rank in the University are included in the total faculty numbers shown in the tables in this section. Those not listed on the mailing list but listed on the summary of total faculty obtained for comparison purposes were deleted from the totals shown. The numbers on the two lists -- the mailing list from the office of Addressing and Mailing and the faculty count from the Management and Information Analysis office considered for number of faculty positions by campus and college are numerically identical.

Responses by Campus and College Unit: Responses by campus and college unit are described in this section. The number and proportion of responses by campus are shown in Table 1, columns 1 and 2. The number and respective proportions of all faculty on each campus are shown in columns 3 and 4 of Table 1.

For example, the maximum number of responses possible for the Minneapolis Campus was 2,348 (column 3) or 68.4% of all University faculty (column 4). The responses received from Minneapolis Campus 1,469 or 62.6% of all responses received were almost 6% fewer than the corresponding campus ratio of all faculty. (Although a difference this large is statistically significant, from a practical standpoint the number of individuals on the mailing list carrying academic rank for whom the questionnaire was not relevant and who therefore did not respond mitigates the meaningfulness of this difference).

Further inspection of Table 1 reveals high response rates from the coordinate campuses. More than 10% of all responses were received from Duluth, although that faculty consists of 8.4% of all University faculty. Similarly, the Morris faculty returned a higher proportion than its faculty represents of the whole. Crookston and Waseca faculties returned approximately 96% from each of these campuses.

TABLE 1

Responses By Campus Compared
With Distribution of Total Faculty On That Campus

	All Responses 2,346		Total Faculty 3,430	
	1	2	3	4
	Number	Percent	Number	Percent
Minneapolis	1469	62.6	2348	68.4
St. Paul	435	18.5	626	18.3
Duluth	250	10.7	287	8.4
Morris	75	3.2	87	2.5
Crookston	56	2.4	58	1.7
Waseca	25	1.1	26	0.7
No answer	36	1.5	--	--

The college organization of the Twin Cities Campuses is somewhat different from that on the other campuses. Therefore the responses by college units or disciplinary areas are shown for the Twin Cities Campuses in Table 2 and the Duluth and Morris Campuses in Table 3. The Waseca and Crookston response rates were shown in Table 1 and are not described by discipline in this report, although the details are available.

The responses by college or unit on the Minneapolis and St. Paul campuses are described in Table 2. Columns in Table 2 are numbered for ease of reading and may be identified in detail as:

Column 1 -- Responses from the Minneapolis Campus by college or unit

Column 2 -- Responses from the St. Paul Campus by college or unit

Column 3 -- Responses from each of the colleges or units.

Column 4 -- Percent of college responses based on all responses

Column 5 -- Number of all faculty in each college

Column 6 -- Percent of all faculty in each college

Inspection of Table 2 reveals just two units, the Law School and the General College, with faculty respondents on the Minneapolis Campus only, all other units have faculty housed on both Twin Cities Campuses. The units with largest response groups and largest faculty base are the Health Sciences, first, and the College of Liberal Arts, second.

Table 2 on next page

TABLE 2

RESPONSES BY COLLEGE OR UNIT ON THE TWIN CITIES CAMPUSES COMPARED WITH TOTAL COLLEGE FACULTIES

	1 Minneapolis Responses	2 St. Paul Responses	3 College Responses	4 Percent of All Responses	Total College Faculty 5 College Faculty	Total College Faculty 6 Percent of all University Faculty
Institute of Agriculture	7	299	306	13.0	468	13.6
Biological Sciences	18	43	61	2.6	83	2.4
Education	134	18	152	6.5	217	6.3
Business Administration	42	1	43	1.8	59	1.7
General College	70	--	70	3.0	72	2.1
Continuing Education and Extension	39	1	40	1.7	58	1.7
Law	22	--	22	0.9	38	1.1
College of Liberal Arts	347	8	355	15.1	532	15.5
Institute of Technology	199	4	203	8.6	347	10.1
Veterinary Medicine	2	52	54	2.3	75	2.2
University Libraries	36	3	39	1.6	108	3.1
Health Sciences	477	3	480	20.4	641	18.7
Student Affairs	35	2	37	1.6	110*	3.2
Academic Administration	14	2	16	0.7		
Graduate School	2	1	3	0.1	41	1.2
No answer	3	0	3	0.1	--	--

* Note: This total includes Academic Administration and Student Affairs faculty.

Responses were received from faculty in each of the college units, and the ratio of actual responses from each unit to maximum possible responses was very close to the ratio of the number of faculty in that unit to the entire faculty. The largest number of responses were received from the Health Sciences and second largest from the College of Liberal Arts. The lowest number of responses compared with the maximum possible came from the Graduate School. (This latter fact may be an artifact of University classification and an ambiguity of the mailing list which was used.)

The responses from the Duluth and Morris Campuses were classified by the programs and academic divisions characteristic of those units as shown in Table 3. The number of responses from the Duluth and Morris Campuses were very high proportions of the maximum possible.

See Table 3 on next page

TABLE 3

RESPONSES FROM THE DULUTH AND MORRIS CAMPUSES
BY DISCIPLINE DIVISION

	Duluth		Morris	
	Number	Percent of all Responses	Number	Percent of all Responses
Agriculture	5	0.2	6	0.3
Biological	11	0.5	1	--
Business	12	0.5	1	--
Education and Psychology	44	1.9	11	0.5
Continuing Education and Extension	2	0.1	1	0.0
Social Science	107	4.6	39	1.7
Math and Physical Science	26	1.1	10	0.4
University Library	4	0.2	--	--
Health Sciences	23	1.0	1	--
Student Affairs	4	0.2	1	--
Graduate School	1	--	--	--
Academic Administration	5	0.2	2	0.1
No answer	6	0.3	2	0.1
Total	250	10.8	75	3.1

Total Faculty on Duluth and Morris			
Duluth	Percent of all University Faculty	Morris	Percent of all University Faculty
287	8.4	87	2.5

Faculty Characteristics

Academic Rank and Time on Faculty: More than one-third of the survey respondents carried professorial rank; approximately similar proportions indicated the rank of associate or assistant professors; the lowest number were instructors or lecturers. When compared with rank distribution among the total faculty, it was clear that full professors responded in greater proportions than faculty in other ranks. These details are shown in Table 4.

TABLE 4

NUMBER AND PROPORTION OF RESPONDENTS BY ACADEMIC RANK COMPARED WITH RANK DISTRIBUTION OF TOTAL FACULTY

	Survey Respondents		Total Faculty	
	Number	Percent	Number	Percent
Professor	831	35.4	1,060	30.6
Associate Professor	564	24.2	780	22.6
Assistant Professor	614	26.3	895	25.9
Instructor (including Lecturer)	328	14.1	724	20.9
No answer	9	0.4	--	--
Totals	2,346		3,459	

More than 30% of the responding faculty had held their position for less than five years. A similar proportion indicated faculy position time as five to ten years. Slightly more than 15% indicated more than 20 years faculty service. Although the detail is not shown, comparisons of length of time in faculty positions compared with rank affirmed the fact that professors had held their faculty positions longest. More than 7% of the assistant professors had held that rank for five to ten years and another 2.5% more than eleven years. A few faculty members

had held academic rank at the assistant professor or instructor level for more than twenty years.

TABLE 5

NUMBER OF YEARS IN FACULTY POSITION

	Number	Percent
Less than 5 years	744	31.7
5 to 10 years	701	29.9
11 to 20 years	529	22.6
More tha 20 years	366	15.6
No answer	6	.3
Total	2,346	

This detail is probably explained by a number of positions in the University carrying faculty rank outside of academic departments. One example would be University Libraries.

Major University Responsibility: Almost two-thirds (65.4%) of the respondents listed their major University responsibility as teaching or research or some combination of these two traditional academic responsibilities with academic administration. Approximately 7% of the respondents classified themselves as academic administrators. Another 7%, for which detail is not shown, listed some other combination of academic responsibilities, such as, classroom teaching with academic support services or clinical instruction with research. With these exceptions the details are shown in Table 6. The 201 or 8.6% of all respondents shown as "other" include counsellors and staff holding academic rank in Health Sciences, Agricultural Extension, Continuing Education and Extension and many of the other major colleges. Details are not shown but are available.

See Table 6 on next page

TABLE 6

MAJOR UNIVERSITY RESPONSIBILITY

	Number	Percent
Classroom teaching	764	32.5
Research	153	6.5
Classroom teaching and research	455	19.4
Classroom teaching, Research and Academic Administration	124	5.3
Classroom teaching and Academic Administration	41	1.8
Academic Administration	163	6.9
Business Administration	16	0.7
Clinical Instruction	131	5.6
Academic support services	51	2.2
Librarian	68	2.9
Other	201	8.6
Other combinations	170	7.3
No answer	9	0.4
Total	2,346	

Responses to Opinion Questions

The description of the responses to the structured questions is presented in this section. A number of themes guided the selection of the questions from a large pool of questions written for the survey. Responses came from 2,346 faculty members.

It is clear from the summary of the comments and the count of the responses to the structured questions that faculty opinions, as surveyed, do not reflect a polarized faculty. Rather, the findings show a marked consensus on many of the items among all the respondents as a group. The differences among the colleges reflect the differences in academic disciplines, professional functions and roles, and campus location rather than indicating polarization into two camps: great commitment to community service or those rejecting any commitment. An essential background for interpreting responses to the structured questions is to repeat the observation that faculty participation in community programs has consisted of teaching in non-traditional classrooms and student groups, of professional services in non-traditional settings and for non-traditional patients or clients, and of research in problems and for population groups somewhat different from the historical practice.

The descriptions of the responses to the structured opinion questions are shown in a series of tables, one for each question, with some accompanying verbal description of the responses. The frequencies and respective proportions of the responses made by all the respondents and, comparatively, by the faculties from the Institute of Agriculture, the College of Liberal Arts, the Health Sciences and the Duluth Campus are shown in the tables in the following pages. Inspection of the data revealed variation by college in response to individual items, although in no case does the overall consensus of any single college faculty differ from the response pattern of the entire group.

It may be that underlying the differences among the colleges is the variation

in academic disciplines as well as variation in societal function and role of each unit. There is a well-established background of specialized function which distinguishes faculties in the Health Sciences, in Agriculture, and in Liberal Arts, particularly with reference to community service in its broadest connotation. These distinctions are affirmed repeatedly in the various patterns of responses to the opinion questions in this survey shown in detail in the tables in this section.

At the risk of laboring a point, the Liberal Arts faculties in classics, in philosophy, in foreign languages and literature do not as readily translate these academic specializations to community service in a general sense or to classes for community groups as do faculties in Health Sciences or in Agriculture. These may be the underlying factors which seem to reflect greater commitment to community service involvement by the faculties in the latter two units and among the Duluth faculty than in Liberal Arts as shown by patterns of responses to some of the questions.

The tables in this section are identical in format. The responses to each opinion question are shown for all the respondents and for the Institute of Agriculture, the College of Liberal Arts, Health Sciences and the Duluth Campuses. The columns are numbered as well as titled, and the descriptive material will refer to these identifications. Although the opinions were elicited and are shown in the tables for choices from strongly agree, agree, uncertain, disagree, strongly disagree and do not know, the two choices "agree and strongly agree" and "disagree and strongly disagree" are combined for the economy of verbal description. The responses for all respondents and for each unit should be read vertically in the respective column; the comparisons among the different college groups can be made for each response choice by reading horizontally for each choice possibility.

Data are available for many correlations and comparisons of responses to structured

opinion questions with all of the faculty characteristics but are not shown for economy of space.

I. Individual Faculty Obligations: One grouping of the opinion questions includes statements about individual faculty obligations and responsibilities for community service, professional concerns and professional risks.

The consensus revealed by the description of responses in this section is that the University faculty has an obligation to participate in community service programs; that current political visibility of such participation is appropriate; that the faculty should be protected from any negative or "political" consequences of participation; that community service is not antithetical to individual professional interest; and that research and teaching is the major form of community service. Each question is underlined and precedes the discussion and table.

Faculty Members as Citizens Have an Obligation to Actively Commit Themselves to the Solution of Community Problems: The pattern of responses to this question affirmed the acceptance of involvement as citizens of University faculty. Approximately 73% of all respondents agreed with this statement. Within the colleges the overwhelming majority indicated agreement: the Health Sciences ranking first with the largest proportion, 77%; Duluth, 75%; Agriculture 74.5%; and Arts, 69%. Similar proportions among all respondents as well as each of the units, ranging from 14% to 17%, indicated disagreement. Approximately 10% in the Arts College and Duluth, 6% in Agriculture and 7% in Health Sciences said they were uncertain. The details are shown in Table 7.

See Table 7 on next page

TABLE 7

FACULTY MEMBERS AS CITIZENS HAVE OBLIGATION TO COMMIT THEMSELVES TO FIND SOLUTIONS

	1 All Respondents Number	2 Percent of 2,346	3 Agriculture Number	4 Percent of 306	5 CLA Number	6 Percent of 355	7 Health Sciences Number	8 Percent of 480	9 Duluth Number	10 Percent of 250
Strongly agree	446	19.0	60	19.6	72	20.2	92	19.1	48	19.2
Agree	1258	53.6	169	54.9	174	49.0	279	58.1	140	56.0
Uncertain	205	8.7	19	6.2	40	11.2	33	6.8	24	9.6
Disagree	318	13.6	41	13.3	50	14.0	60	12.5	28	11.2
Strongly disagree	78	3.3	9	2.9	11	3.0	11	2.2	8	3.2
Do not know	20	0.8	3	0.9	5	1.4	3	0.6	1	0.4
No answer	21	0.9	5	1.6	3	0.8	1	0.2	1	0.4

Although University Faculties Have Always Been Involved in Community Service Programs, the Current Political Visibility of Such Involvement is Academically Inappropriate: Approximately 58% of all respondents indicated disagreement with this statement as shown in Table 8. The largest proportion endorsing disagreement was 61% at Duluth; with 59% in Liberal Arts; 58% in Agriculture, and 53% in Health Sciences. Perhaps it may parenthetically be noted here that the Health Science community service involvement is less easily subject to the "political" label than is the teaching of some liberal arts subjects; but patterns of responses to other questions are not so easily rationalized on the basis of a conservative-liberal stereotyping of several colleges.

A somewhat larger proportion in the Health Sciences, 21%, than the 16% in Liberal Arts and at Duluth, and 14% in Agriculture endorsed "uncertain."

See Table 8 on next page

TABLE 8

CURRENT POLITICAL VISIBILITY OF COMMUNITY SERVICE PARTICIPATION IS ACADEMICALLY INAPPROPRIATE

	1	2	3	4	5	6	7	8	9	10
	All Resondents		Agriculture		CLA		Health Sciences		Duluth	
	Number	Percent of 2.346	Number	Percent of 306	Number	Percent of 355	Number	Percent of 480	Number	Percent of 250
Strongly agree	57	2.4	6	1.9	13	3.6	8	1.6	5	2.0
Agree	328	13.9	56	18.3	34	9.5	80	16.6	32	12.8
Uncertain	403	17.2	42	13.7	59	16.6	102	21.2	41	16.4
Disagree	984	41.9	138	45.0	144	40.5	199	41.4	109	43.6
Strongly disagree	384	16.4	40	13.0	65	18.3	56	11.6	43	17.2
Do not know	137	5.8	16	5.2	29	8.1	26	5.4	18	7.2
No answer	53	2.2	8	2.6	11	3.0	9	1.8	2	0.8
Total	2,346		306		355		480		250	

Faculty Can and Should Be Protected From the Political Consequences of Community Service Activity: The majority of all respondents, 55%, agreed that the faculty can and should be protected from any political consequences of participation in community service. This is consistent with the responses to the preceding question; there is the same pattern of agreement and disagreement with some variation in proportions among the colleges. Sixty-one percent of Agriculture, 60% of Liberal Arts, 58% of Duluth and 51% of Health Sciences agreed with the statement. Twenty-seven percent of Health Sciences, 21% of Agriculture and Liberal Arts, and 20% of Duluth disagreed with the statment. Generally, medical services are less likely to be subject to "social action" political consequences. Approximately 10% of Agriculture and Liberal Arts, and 17% of Health Sciences and Duluth admitted uncertainty.

See Table 9 on next page

TABLE 9

FACULTY CAN AND SHOULD BE PROTECTED FROM POLITICAL CONSEQUENCES

	1	2	3	4	5	6	7	8	9	10
	All Respondents		Agriculture		CLA		Health Sciences		Duluth	
	Number	Percent of 2,346	Number	Percent of 306	Number	Percent of 355	Number	Percent of 408	Number	Percent of 250
Strongly agree	406	17.3	46	15.0	78	21.9	73	15.2	55	22.0
Agree	877	37.4	140	45.7	134	37.7	172	35.6	89	35.6
Uncertain	334	14.2	34	11.1	34	9.5	76	15.8	39	15.6
Disagree	470	20.0	52	16.9	61	17.1	115	23.9	41	16.4
Strongly disagree	91	3.4	11	3.5	15	4.2	15	3.1	8	3.2
Do not know	107	4.7	17	5.5	20	5.6	21	4.3	11	4.4
No answer	61	2.6	6	1.9	13	3.6	8	1.6	7	2.8
Total	2,346		306		355		480		250	

Faculty Involvement in Community Service is Antithetical to the Individual Faculty Member's Professional Interests: Teaching, research and publication are the well-recognized criteria for individual faculty entry into the syste and for the rewards of promotion and salary. Community service for the majority of the faculty, even in the specific programs listed as examples of community service faculty activity, consists of teaching, research or the practice of one's professional skills. The difference from the traditional, if any, is that the setting may be unique. Instead of the on-campus classroom, teaching may occur in a community church, activity center, or special community quarters. Different from conventional students, the community program student may be older, a minority group member, economically deprived, and economically subsidized for the learning participation.

The physician participating in the neighborhood clinic practices his skills, and the lawyer or business specialist similarly carries his professional and academic expertise to groups distinctive from the traditional consumers of these professional skills.

The responses to the question shown in Table 10 and in the other tables in this section run contrary to the predictable patterns unless these qualifications are noted.

The overwhelming response shown in Table 10 was disagreement with the statement. Seventy-five percent of all respondents disagreed with the statement that community service had negative consequences for a faculty member's professional interests. One respondent among 2,346 qualified this question by saying this varied with the discipline. The remaining responses were distributed among those who indicated agreement, uncertainty or lack of knowledge.

Among the colleges, 79% of the Health Sciences disagreed with the statement as did 75% of Liberal Arts; 72% of Duluth and 69% of Agriculture. The difference between Health Sciences and Agriculture faculties is substantial.

Approximately the same proportions, however, expressed uncertainty or indicated they did not know, among all the respondents and in each of the units when examined in detail.

See Table 10 on next page

TABLE 10

COMMUNITY SERVICES ANTITHETICAL TO FACULTY PROFESSIONAL INTERESTS

	1	2	3	4	5	6	7	8	9	10
	All Respondents		Agriculture		CLA		Health Sciences		Duluth	
	Number	Percent of 2,346	Number	Percent of 306	Number	Percent of 355	Number	Percent of 480	Number	Percent of 250
Strongly agree	39	1.7	4	1.3	11	3.0	6	1.2	3	1.2
Agree	122	5.2	26	8.4	16	4.5	14	2.9	17	6.8
Uncertain	257	11.0	37	12.0	40	11.2	47	9.7	28	11.2
Disagree	1251	53.3	159	51.6	189	53.2	274	57.0	129	51.6
Strongly disagree	508	21.7	52	16.9	77	21.6	105	21.8	52	20.8
Do not know	106	4.5	15	4.9	15	4.2	23	4.7	11	4.4
Depends on discipline	1	0.0	--	--	--	--	--	--	--	--
No answer	62	2.6	13	4.2	7	1.9	11	2.2	10	4.0
Total	2,346		306		355		480		250	

My Research, Teaching and Professional Activities are my Major Form of Community Service: More than two-thirds of the faculty responded in the affirmative to the statement that teaching and research are their major form of community service. The response to this question, shown in Table 11, affirms the observation that participation by the faculty in community programs, whether actual or anticipated, is perceived as the application and practice of the usual academic skills of teaching and research.

See Table 11 on next page

TABLE 11
RESEARCH AND TEACHING, MAJOR FORM OF COMMUNITY SERVICE

	1	2	3	4	5	6	7	8	9	10
	All Respondents		Agriculture		CLA		Health Sciences		Duluth	
	Number	Percent of 2,346	Number	Percent of 306	Number	Percent of 355	Number	Percent of 480	Number	Percent of 250
Yes	1577	67.2	209	68.3	254	71.4	348	72.0	163	65.0
No	687	29.3	88	29.0	89	25.0	124	25.8	73	29.2
No answer	82	3.5	9	2.9	12	3.3	8	1.6	14	5.6
Total	2,346		306		355		480		250	

Faculty Cannot be Adequately Rewarded by Rank and Salary for Participation in Community Service Programs: To some extent community service, when perceived as different from the on-campus activities of teaching and research, and therefore outside of the conventional reward system, is not included in the calculus of professional contributions. Although not a majority, the largest proportion of all respondents, 43%, agreed with the statement. Less than one-third, 30%, disagreed. Fifteen percent said they were uncertain, and 8% said they did not know.

There were differences among the colleges, the widest being between the 48% of Health Sciences and the 36% of Agriculture, agreeing with the statement. Duluth with 45% and Liberal Arts with 41% are similar. Partial explanation for the larger proportion in Health Sciences in agreement with the statement is the common knowledge that medical services in community clinics are not as financially rewarding as services in private practice or more traditional established health institutions.

Conversely, the Agriculture faculty, most traditionally appointed for state-wide as well as for on campus activities, gave the largest proportion in disagreement, 37%. By comparison: 30% at Duluth; 29% of Health Sciences; and 26% of Liberal Arts disagreed with the statement.

More faculty indicated uncertainty than do not know. The details are shown in Table 12.

See Table 12 on next page

TABLE 12

FACULTY CANNOT ADEQUATELY BE REWARDED FOR PARTICIPATION

	1	2	3	4	5	6	7	8	9	10
	All Respondents		Agriculture		CLA		Health Sciences		Duluth	
	Number	Percent of 2,346	Number	Percent of 306	Number	Percent of 355	Number	Percent of 480	Number	Percent of 250
Strongly agree	174	7.4	21	6.8	28	7.8	30	6.2	15	6.0
Agree	844	36.0	88	28.7	119	33.5	200	41.6	97	38.8
Uncertain	349	14.9	42	13.7	66	18.5	65	13.5	42	16.8
Disagree	544	23.2	89	29.0	66	18.5	104	21.6	63	25.2
Strongly disagree	174	7.4	26	8.4	24	6.7	32	6.6	13	5.2
Do not know	195	8.3	29	9.4	41	11.5	37	7.7	16	6.4
No answer	66	2.8	11	3.5	11	3.0	12	2.5	4	1.6
Total	2.346		306		355		480		250	

II. Societal Questions -- Opinions About Social Problems: Many of the supplementary comments were particularly relevant to the questions reported in this section. For example, the idea that the University was capable of action was challenged because a University cannot act; only individual faculty can act. It is common usage to refer to the University as a corporate entity or a collectivity, and to have qualified the statements with this structure would have been awkward.

Simlarly, a number of objections and criticisms were made about the question referring to reorganization of the society because no substantive definition of the form of reorganization was given. In fact, some challenges suggested that "obviously" in the context of the questionnaire a leftist reorganization was inferred No generalizations were intended beyond that of consensus about the capacity of the society which now exists to deal with the problems.

A third objection was raised that social problems could not be"solved" and that a questionnaire of the type used could not objectively measure "solutions" to community problems. As a matter of intent and anticipation, the pool of questions was written to elicit opinions about the statements in the context of those programs initiated by the faculty and broadly identified as community programs. No "blueprint" for what to do or how to do it was anticipated from the responses, nor did the questions propose specific solutions.

The description of the responses to the questions included in this section should be read with the above observations in mind. Although not characterized by majority response patterns, there is consenus rather than a polarization of opinion. Variation of response patterns among the colleges is marked and reflects the faculty specializations.

Solution to Community Problems is Dependent Upon a Reorganization of the Entire Society: Reading Table 13 and columns 1 and 2, the number and proportions of responses indicate that a majority of all respondents, 51%, disagreed with this statement. Approximately 27%, agreed and 15%, were uncertain.

The variations among the colleges, particularly between Agriculture and the others are substantial. For example, 65% of the Agriculture faculty indicated disagreement compared with 44% in Liberal Arts; 49% in the Health Sciences; and 45% in Duluth.

The proportions indicating agreement with the statement are equally disparate between Agriculture with 14%; and the other colleges, with 35% for Liberal Arts; 27% for the Health Sciences; and 32% for Duluth.

Approximately similar proportions in each of the colleges expressed uncertainty, and although less than 7% endorsed "do not know"; this proportion in the Health Sciences was larger than the corresponding responses in the other colleges.

See Table 13 on next page

TABLE 13

SOLUTION TO COMMUNITY PROBLEMS IS DEPENDENT UPON A REORGANIZATION OF THE ENTIRE SOCIETY

	1 All Respondents Number	2 All Respondents Percent of 2,346	3 Agriculture Number	4 Agriculture Percent of 306	5 CLA Number	6 CLA Percent of 355	7 Health Sciences Number	8 Health Sciences Percent of 480	9 Duluth Number	10 Duluth Percent of 250
Strongly agree	177	7.5	10	3.2	44	12.4	37	7.7	26	10.4
Agree	453	19.3	32	10.4	79	22.3	95	19.8	56	22.4
Uncertain	357	15.2	40	13.0	51	14.4	74	15.4	44	17.6
Disagree	850	36.2	132	43.0	116	32.7	157	32.7	87	34.8
Strongly disagree	358	15.3	69	22.5	42	11.8	80	16.7	25	10.0
Do not know	117	5.0	16	5.2	16	4.5	33	6.9	8	3.2
No answer	34	1.5	7	2.2	7	2.0	4	0.8	4	1.6
Total	2,346		306		355		480		250	

The University Cannot Survive Unless it is Actively Involved in Redressing Current Social Injustices: Thirty-two percent of all the respondents indicated agreement with this statement and 46% disagreed. Sixteen percent said they were uncertain and 3% indicated they did not know.

As with the previous questions, the differences among the colleges are marked and reinforce the observation that the community involvement of the several faculties and the view of the University are markedly different among the several college groups. A bare majority of the Arts College faculty, 51%, disagreed with the statement. The respective proportions in the other colleges were 47% in Agriculture; 43% in Health Sciences; and 36% in Duluth.

The alternative response, agree, reflects a ranking of the colleges with 43% of Duluth; 37% of Health Sciences; 31% of Liberal Arts; and 27% of Agriculture agreeing that the University must be active in redressing social injustices. Note should be taken that Liberal Arts and Agriculture faculty's response patterns are similar to each other and different from Duluth and Health Sciences faculties.

See Table 14 on next page

TABLE 14

UNIVERSITY SURVIVAL DEPENDENT UPON INVOLVEMENT IN REDRESSING SOCIAL INJUSTICE

	1	2	3	4	5	6	7	8	9	10
	All Resondents		Agriculture		CLA		Health Sciences		Duluth	
	Number	Percent of 2,346	Number	Percent of 306	Number	Percent of 355	Number	Percent of 480	Number	Percent of 250
Strongly agree	173	7.4	15	4.9	37	10.4	38	7.9	19	7.6
Agree	596	25.4	67	21.8	73	20.5	138	28.7	88	35.2
Uncertain	380	16.2	52	16.9	46	12.9	79	16.4	39	15.6
Disagree	811	34.6	115	37.5	122	34.3	169	35.2	71	28.4
Strongly disagree	281	12.0	39	12.7	60	16.9	42	8.7	21	8.4
Do not know	70	3.0	15	4.9	9	2.5	8	1.6	10	4.0
No answer	35	1.5	3	0.9	8	2.2	6	1.2	2	0.8
Total	2,346		306		355		480		250	

The University Contributes to the Urban Problems Confronting the Twin Cities:

A majority, 53% of all respondents, agreed with the question; approximately 14% indicated uncertainty; 15% disagreed; and 17% said they did not know.

The faculties of the colleges located on the Twin Cities Campuses gave similar responses to this question. The majority in each unit agreed with the question from 58% in Agriculture; 56% in Liberal Arts; and 54% in the Health Sciences. Approximately 17% in each of these units said they disagreed; and an approximately similar proportion indicated "uncertain."

The responses of "do not know" were similar for the Twin Cities Campuses with 11% for Agriculture and the Health Sciences, but the 50% on the Duluth Campus giving this response has to be read within the construction of the question, limiting reference as it does to the Twin Cities Campuses.

See Table 15 on next page

TABLE 15

UNIVERSITY CONTRIBUTES TO URBAN PROBLEMS

	1 2 All Respondents		3 4 Agriculture		5 6 CLA		7 8 Health Sciences		9 10 Duluth	
	Number	Percent of 2,346	Number	Percent of 306	Number	Percent of 355	Number	Percent of 480	Number	Percent of 250
Strongly agree	125	5.3	12	3.9	29	8.1	19	3.9	9	3.5
Agree	1111	47.4	164	53.5	171	48.1	238	49.5	64	25.6
Uncertain	338	14.4	39	12.7	50	14.0	82	17.0	35	14.0
Disagree	275	11.7	42	13.7	41	11.5	62	12.9	9	3.5
Strongly disagree	72	3.1	10	3.2	17	4.7	20	4.1	1	0.4
Do not know	387	16.5	35	11.4	43	12.1	52	10.8	126	50.4
No answer	38	1.6	4	1.2	4	1.1	7	1.4	6	2.4
Total	2,346		306		355		480		250	

The University is Doing as Much as it Should be Expected to do in the Area of Community Service: The responses to this question reflect a lack of closure, although the largest proportion, 42%, of all respondents indicated disagreement; 13% agreed. Approximately 24% said they were uncertain, and 20% said they did not know.

The patterns in the several colleges were similar with 44% in Agriculture and 40% in the Arts College, in Health Sciences and in Duluth indicating disagreement. Fifteen percent in Agriculture, 13% in Liberal Arts, and in Health Sciences and in Duluth, 11% indicated agreement.

A large group, 31%, in Duluth said they did not know and 17% said they were uncertain.

Among the Twin Cities Campuses, 28% in the Health Sciences said they were uncertain and 19% did not know. The parallel proportions in Liberal Arts were 27% uncertain and 19% do not know, and in Agriculture 21% uncertain and 18% do not know.

See Table 16 on next page

TABLE 16

UNIVERSITY DOING AS MUCH AS SHOULD BE EXPECTED

	1 All Respondents Number	2 All Respondents Percent of 2,346	3 Agriculture Number	4 Agriculture Percent of 306	5 CLA Number	6 CLA Percent of 355	7 Health Sciences Number	8 Health Sciences Percent of 480	9 Duluth Number	10 Duluth Percent of 250
Strongly agree	51	2.2	8	2.6	10	2.8	8	1.6	6	2.4
Agree	253	10.8	38	12.4	34	9.5	46	9.5	23	9.2
Uncertain	555	23.7	64	20.9	95	26.7	134	27.9	39	15.6
Disagree	772	32.9	108	35.2	114	31.8	156	32.5	81	32.4
Strongly disagree	209	8.9	27	8.8	30	8.4	39	8.1	20	8.0
Do not know	479	20.4	56	18.3	68	19.1	93	19.3	77	30.7
No answer	27	1.2	5	1.6	4	1.1	4	0.8	4	1.6
Total	2,346		306		355		480		250	

Institutional Responses Through the Center for Urban and Regional Affairs Have Adequately Represented the University's Commitment to Community Service: The establishment of the Center for Urban and Regional Affairs (CURA) followed the work and recommendation of an all University ad hoc committee assigned the task of looking at the University's action in the social problems area. The ad hoc committee sat for several years and had a substantial campus visibility. An assistant Vice-President was assigned specific responsibility for this area of extension and community programs. The establishment of CURA followed faculty action by the Faculty Senate. (From a statement made by the Director of CURA, the primary function of the program is seen as educational and experimental for new programs and not as community problem solving action.)

The large proportion indicating lack of information among all the respondents, coupled with the 22% indicating uncertainty may reflect faculty unfamilarity with the details of CURA's charge or achievements instead of defining the faculty's opinion about CURA's effectiveness in adequately representing the University's community service response.

A breakdown of responses by college unit indicates that the highest percentage who do not know occur in the Health Sciences with 51%; in Liberal Arts with 45%; in Agriculture with 40% and at Duluth with 52%.

See Table 17 on next page

TABLE 17

CENTER FOR URBAN AND REGIONAL AFFAIRS ADEQUATELY REPRESENTS UNIVERSITY RESPONSE

	1	2	3	4	5	6	7	8	9	10
	All Respondents		Agriculture		CLA		Health Sciences		Duluth	
	Number	Percent of 2,346	Number	Percent of 306	Number	Percent of 355	Number	Percent of 480	Number	Percent of 250
Strongly agree	17	0.7	3	0.9	4	1.1	2	0.4	1	0.4
Agree	106	4.5	6	1.9	24	6.7	18	3.7	12	4.8
Uncertain	512	21.8	62	20.2	71	20.0	124	25.8	49	19.6
Disagree	466	19.9	81	26.4	63	17.7	71	14.7	44	17.6
Strongly disagree	148	6.3	26	8.4	27	7.6	17	3.5	8	3.2
Do not know	1068	45.5	123	40.1	160	45.0	243	50.6	130	52.0
No answer	29	1.2	4	1.3	6	1.6	5	1.0	6	2.4
Total	2,346		306		355		480		250	

Solutions to Community Problems are so Situation Specific That They Cannot Be Widely Generalized: There is generally more agreement than disagreement that solutions to community problems can be generalized and are not situation specific. This is reflected in the 48% of all respondents who disagreed with the statement and in the 26% who agreed with the statement, as shown in Table 18.

Details of responses by major units reveal some differences, the widest being between the Duluth Campus and the Health Sciences faculties. Approximately 32% of the Health Sciences faculty, compared with 23% of the Duluth faculty, agreed with the statement. The Agriculture faculty, with a proportion of 31% agreeing, and Liberal Arts, with 26%, fall between the former two units.

More than half, 51% of the Duluth faculty indicated disagreement. The proportions in the other colleges disagreeing were Liberal Arts, 46%, Agriculture, 45% and Health Sciences, 42%.

Inspection of Table 18 reveals that in each college approximately similar proportions indicated uncertainty and do not know to this question about generalizing solutions to social problems.

See Table 18 on next page

TABLE 18

SOLUTIONS TO COMMUNITY PROBLEMS ARE SITUATION SPECIFIC

	1	2	3	4	5	6	7	8	9	10
	All Respondents		Agriculture		CLA		Health Sciences		Duluth	
	Number	Percent of 2,346	Number	Percent of 306	Number	Percent of 355	Number	Percent of 480	Number	Percent of 250
Strongly agree	69	2.9	11	3.5	13	3.6	17	3.5	4	1.6
Agree	546	23.3	84	27.4	79	22.2	135	28.1	52	20.8
Uncertain	423	18.0	52	16.9	58	16.3	89	18.5	49	19.6
Disagree	997	42.5	127	41.5	139	39.1	187	38.9	119	47.6
Strongly disagree	120	5.1	10	3.2	24	6.7	16	3.3	9	3.5
Do not know	146	6.2	16	5.2	33	9.2	30	6.2	15	6.0
No answer	45	1.9	6	1.9	9	2.5	6	1.2	2	0.8
Total	2,346		306		355		480		250	

III. Necessary Conditions and Ambiguities of University Involvement in Community Programs and Services: Whether or not faculty participation in community programs requires special skills, specialty of discipline, interdisciplinary cooperation and communication, or especially selected staff and use of volunteers are the themes of the questions reported on in this section. Some of the comments described under the summary of additional comments in the following section are relevant to the conditions as well as to the methods of meeting University Obligations for community service. The responses to five questions are described in this section.

Faculty Involvement in Community Services Programs Requires Specialized Skills and is Therefore Limited to Specific Academic Disciplines: Faculty participation in community programs and service is not tied to specific academic skills according to the majority of respondents disagreeing with the statement. Sixty-seven percent of all respondents disagreed with the statement; 22% agreed.

There are differences among the colleges in the percentage of respondents disagreeing with the statement: 57% of Health Sciences; 63% of Liberal Arts; 62% of Agriculture; and 65% at Duluth.

Nevertheless, a number of faculty hold the opinion that community program participation is most congenial with particular skills. The statement was endorsed by 28% of Agriculture; 25% Health Sciences; 24% of Duluth; and 21% of Liberal Arts.

See Table 19 on next page

TABLE 19

FACULTY INVOLVEMENT REQUIRES SPECIAL SKILLS

	All Respondents		Agriculture		CLA		Health Sciences		Duluth	
	Number	Percent of 2,346	Number	Percent of 306	Number	Percent of 355	Number	Percent of 480	Number	Percent of 250
Strongly agree	66	2.8	19	5.9	11	3.0	13	2.7	5	2.0
Agree	452	19.3	69	22.5	64	18.0	107	22.2	55	22.0
Uncertain	171	7.3	21	6.9	29	8.1	31	6.4	22	8.8
Disagree	1180	50.3	139	45.4	175	49.2	240	50.0	117	46.8
Strongly disagree	388	16.5	53	17.3	51	14.3	75	15.6	46	18.4
Do not know	56	2.39	4	1.3	15	4.2	10	2.0	3	1.2
No answer	33	1.41	2	0.6	10	2.8	4	0.8	2	0.8
Total	2,346		306		355		480		250	

Competent Solution of Community Problems Depends Upon Faculty Communication and Cooperation Across Disciplinary Lines: There was general agreement among all respondents with this question, as 77% of all the respondents indicated. Ten percent disagreed, and 8% indicated uncertainty.

Among the colleges, 83% of the Agriculture and Duluth faculties endorsed agreement; 76% of the Health Sciences and 70% of the Liberal Arts faculties agreed. The difference of opinion between the Liberal Arts faculties and, particularly, those of the Health Sciences and Duluth can most probably be attributed to the number of Arts College faculty who are typically removed from participation in community programs in their academic roles.

See Table 20 on next page

TABLE 20

FACULTY COMMUNICATION AND COOPERATION

	1	2	3	4	5	6	7	8	9	10
	All Respondents		Agriculture		CLA		Health Sciences		Duluth	
	Number	Percent of 2,346	Number	Percent of 306	Number	Percent of 355	Number	Percent of 480	Number	Percent of 250
Strongly agree	454	19.4	64	20.9	66	18.5	79	16.4	58	23.2
Agree	1346	57.4	187	61.1	184	51.8	289	60.2	148	59.2
Uncertain	189	8.1	19	6.2	29	8.1	45	9.3	18	7.1
Disagree	182	7.8	23	7.5	29	8.1	33	6.8	15	6.0
Strongly disagree	45	1.9	3	0.9	10	2.8	6	1.2	2	0.8
Do not know	97	4.1	7	2.2	30	8.4	23	4.7	5	2.0
No answer	33	1.4	3	0.9	7	1.9	5	1.0	4	1.6
Total	2,346		306		355		480		250	

Participation in Community Programs Shall Not Be Limited by the Apparent Inapplicability of a Particular Disciplinary Base to the Solution of Community Problems: This question, like the two preceding, elicits opinions on the relationship between disciplinary background and community service participation. The majority of all respondents, as shown in Table 21, rejected the idea that only selected disciplines provide the requisite skills. The majority of all respondents, 61%, agreed with the statement; 10% disagreed; 15% indicated uncertainty; and 9% said they did not know.

Among those agreeing with the statement, the widest difference was that between the 65% of the Duluth faculty and the 55% of Agriculture. Equal proportions of 59% in Liberal Arts and in Health Sciences agreed. Duluth and Liberal Arts had 9% who disagreed; Health Sciences and Agriculture had 12%.

The largest proportion indicating uncertainty was 20% at Duluth followed by 17% of Agriculture; 15% of Health Sciences; and 13% of Liberal Arts.

See Table 21 on next page

TABLE 21

PARTICIPATION NOT LIMITED TO APPARENT DISCIPLINARY RELEVANCE

	1	2	3	4	5	6	7	8	9	10
	All Respondents		Agriculture		CLA		Health Sciences		Duluth	
	Number	Percent of 2,346	Number	Percent of 306	Number	Percent of 355	Number	Percent of 480	Number	Percent of 250
Strongly agree	198	8.4	14	4.5	45	12.6	24	5.0	27	10.8
Agree	1234	52.6	154	50.3	164	45.9	262	54.5	135	54.0
Uncertain	351	15.0	53	17.3	46	12.9	73	15.2	49	19.6
Disagree	198	8.4	32	10.4	26	7.3	51	10.6	21	8.4
Strongly disagree	46	2.0	7	2.2	8	2.2	7	1.4	2	0.8
Do not know	214	9.1	33	10.7	42	11.8	43	8.9	11	4.4
No answer	105	4.5	13	4.2	24	6.7	20	4.1	5	2.0
Total	2,346		306		355		480		250	

The Most Effective Responses of the University to the Solution of Community Problems is Appointment of a Special Staff Not Necessarily Academically Qualified by Traditional Standards: To an extent perhaps not generally within the perview of the general faculty, appointment of special staff not qualified by traditional standards has been made in new academic programs and particularly for administrative positions in special community programs. The pattern of responses to this question indicate faculty disapproval of such a policy decision. Sixty-three percent of all respondents indicated disagreement with this statement. Ten percent agreed and 17% indicated that they were uncertain.

The college responses follow this pattern of majority in disagreement with the statement: the proportions were 68% of Agriculture; 65% of Liberal Arts; 61% of Health Sciences; and 58% of Duluth.

The proportions indicating uncertainty in each of the colleges exceed the proportions in agreement with the statement. Liberal Arts and Duluth had 19% saying "Uncertain"; Health Sciences 18% and Agriculture 13%. Thirteen percent of the Duluth faculty; 12% of Health Sciences; 11% of Agriculture and 7% of Liberal Arts agreed with the statement.

See Table 22 on next pag

TABLE 22

MOST EFFECTIVE RESPONSE OF UNIVERSITY IS APPOINTMENT OF SPECIAL STAFF

	1	2	3	4	5	6	7	8	9	10
	All Respondents		Agriculture		CLA		Health Sciences		Duluth	
	Number	Percent of 2,346	Number	Percent of 306	Number	Percent of 355	Number	Percent of 480	Number	Percent of 250
Strongly agree	32	1.4	5	1.6	3	0.8	3	0.6	5	2.0
Agree	214	9.1	28	9.1	22	6.1	54	11.2	28	11.2
Uncertain	404	17.2	39	12.7	69	19.4	88	18.3	48	19.2
Disagree	925	39.4	118	38.5	127	35.7	194	40.4	99	39.6
Strongly disagree	549	23.4	91	29.7	103	29.0	102	21.2	48	19.2
Do not know	170	7.3	17	5.5	24	6.7	32	6.6	18	7.1
No answer	52	2.2	8	2.6	7	1.9	7	1.4	4	1.6
Total	2,346		306		355		480		250	

Community Volunteers Have Played a Part in My Regular Teaching and Research Activities: Although the overwhelming majority of all respondents, 68%, have not used volunteers in either teaching or research, 29% said they had. The variation in responses among the colleges was substantial. Duluth and Agriculture faculties indicated greater use of volunteers -- 38% of Duluth and 36% of Agriculture said yes to this question. Approximately one-fourth, 24%, of Liberal Arts, and exactly one-fourth, 25%, of Health Sciences faculties indicated the use of volunteers.

Almost three-fourths (74%) of Liberal Arts; 73% of Health Sciences; 60% of Agriculture and 58% of Duluth had never used volunteers.

See Table 23 on next page

TABLE 23

COMMUNITY VOLUNTEERS PLAYED A PART

	1 All Respondents Number	2 Percent of 2,346	3 Agriculture Number	4 Percent of 306	5 CLA Number	6 Percent of 355	7 Health Sciences Number	8 Percent of 480	9 Duluth Number	10 Percent of 250
Yes	679	28.9	111	36.2	86	24.2	122	25.4	96	38.4
No	1597	68.1	183	59.8	262	73.8	350	73.0	144	57.5
No answer	70	3.0	12	3.9	7	1.9	8	1.6	9	3.5
Total	2,346		306		355		480		250	

In All Programs Subsidized By Other Than Traditional University Legislative Sources, Vested Interests in the Programs Often Develop, Conflicting With the Goals of the Program and the Needs of the Community: By definition, programs created in response to typical institutional or external pressures attract special faculty from other, more established units or faculty and staff new to the University. In either case, once the program has been established, the perpetuation of the personnel and the organizational procedures can and sometimes do become goals separable from those originally intended. It was this sense in which the faculty responses were anticipated.

Although 37% of all respondents agreed with the statement, 24% said they were uncertain and 21% said they disagreed. Approximately 16% said they did not know. It would appear that there is less consensus among the faculty about this statement than about many of the preceding statements.

The patterns of response among the colleges revealed some similarity on agreement. Forty percent of Health Sciences, 39% of Liberal Arts agreed with the statement, as did 38% of Agriculture and 39% of Duluth.

Some greater difference in proportions disagreeing were revealed between Agriculture with 29% and the other colleges with similar proportions of 18% of Liberal Arts and Duluth and 17% of Health Sciences. The largest proportion answering do not know was 21% in Liberal Arts with 15% of Health Sciences, 14% of Duluth; and 13% of Agriculture.

See Table 24 on next page

TABLE 24

VESTED INTERESTS IN PROGRAM BECOME PRIMARY GOAL

	1	2	3	4	5	6	7	8	9	10
	All Respondents		Agriculture		CLA		Health Sciences		Duluth	
	Number	Percent of 2,346	Number	Percent of 306	Number	Percent of 355	Number	Percent of 480	Number	Percent of 250
Strongly agree	108	4.6	15	4.9	14	3.9	24	5.0	7	2.8
Agree	748	31.9	100	32.6	112	31.5	167	34.7	89	35.6
Uncertain	569	24.3	55	17.9	78	21.9	122	25.4	68	27.2
Disagree	426	18.1	75	24.5	48	13.5	74	15.4	45	18.0
Strongly disagree	68	2.9	12	3.9	13	3.6	10	2.0	--	--
Do not know	367	15.6	41	13.3	75	21.1	74	15.4	36	14.3
No answer	60	2.6	8	2.6	15	4.2	9	1.8	5	2.0
Total	2,345		306		355		480		250	

The Additional Comments

More than 30% or 723 of the 2,346 respondents added coments to their responses. Many of the comments were critical of the construction of the questions; others challenged the possible utility of the survey. Many of the comments supplemented or reaffirmed some of the structured questions, and some comments were both favorable about the survey and supportive of the University involvement in community service. It would seem that these comments reinforced the function of the survey as a form of dialogue among the University faculty and with the adminstration.

The classification of the comments into the categories shown followed the reading of several hundred responses. It is meaningful (to the writer) that the categories below, drawn from respondents' comments, reflect the themes by which the structured questions were selected, reaffirming that the substantive questions which are defined in each context may be the basic questions to be decided.

The responses in this section are described in number of comments on each item rather than proportions, since a detailed count of responses revealed that a relatively small number of the 723 supplementary comments fell into each category.

The comments and categories of responses are shown in outline form:

University Responsibility to participate in Community service program

- University has responsibility to become involved in extra curricular Community Service programs.....165
- University has responsibility not to become involved.....118
- University may become involved but is not obligated.....117

University is capable of finding solutions to community problems

- Yes.....75
- No.....40

University is capable of implementing programs to solve community problems

- Yes.....39
- No.....23

University role in community service

adequately filled by normal teaching and research.....134

must include research and consulting for community service organizations 109

must include implementation and administration of community service program.....77

Responsibility of faculty

only to teaching and research in the University.....27

must share expertise with community through University provided structures.....85

must share expertise with community as private citizens.....100

Diagnosing needs to be met by Community Service Program

should be done by University working with community and business groups.....55

should be done by a University body independent of business and community groups.....11

not within the University's capabilities.....5

Designing "institutional protoypes"

University should design models and use community as a lab...11

University is incapable of designing accurate models.....3

University should act as researcher and consultant for local groups designing models.....44

Administration of Community Service Program

University must provide leadership.....19

University must give credit to faculty and departments involved and provide funds.....90

Community must provide leadership.....39

University must provide leadership, give credits to faculty and departments and provide funds.....2

University must give credit to faculty and departments, and provide funds and community must provide leadership.....2

General Comments

University should define goals and values around which Community Service should be designed.....5

Community must define goals and values.....3

Specific University departments should deal directly with community problems.....13

Specific University departments should deal directly with community groups to solve community problems.....15

University should be more sensitive to community concerns when designing teaching and research programs on campus.....43

Community service programs should be restricted to activities which do not interfere with normal teaching and research.....64

current community service programs are ineffective.....24

avoid political entanglements.....23

negative reactions to questionnaire.....110

Supplementary Information

A number of questions elicited information from faculty about group affiliation, about experience in University Extension programs, and about the ranking of the University and the department of respondent. Although not exhaustive of all the data, the responses summarized in this section seem most relevant.

I Hold Memberships in the Following Groups: It was assumed that all holding University faculty rank would carry professional association membership, therefore the affiliation choices listed in Table 25 did not include this category.

Approximately 85% of the respondents indicated some group affiliation and 63% claimed more than one of the categories presented. Twelve percent of the faculty said they carried no group affiliation and two percent did not respond to the question. The details are shown in Table 25.

See Table 25 on next page

TABLE 25

GROUP AFFILIATION OF THE FACULTY

	Number	Percent
Fraternal or Sororal	57	2.4
Voluntary Services	29	1.4
Religious	145	6.3
Political	64	2.7
Neighborhood Associations	46	1.9
Personal Interest Group	182	7.8
More than One	1482	63.2
None	291	12.4
No Answer	50	2.1
Total	2,346	

I Have Been Involved in the Following University Units Specifically Responsible for University Extension Programs During the Last Five Years: Approximately 67% of the faculty indicated some participation in programs supplemental to the traditioanl classroom teaching and academic research. This detail is shown in Table 26. More than one-third of the respondents indicated participation in more than one of the programs including Agricultural Extension and Continuing Education and Extension, the units historically most closely identified with outreach into the community.

See Table 26 on next page

TABLE 26

FACULTY INVOLVEMENT IN UNIVERSITY EXTENSION PROGRAMS

	Number	Percent
Center for Urban and Regional Affairs	22	0.9
Conferences, Continuing Education and Extension	39	1.7
Continuing Education for the Professions	176	7.5
Extension Classes	320	13.6
Cooperative Extension Programs	81	3.5
Independent Study by Correspondence	16	0.7
Audio Visual Extension	7	0.3
Media Resources (Radio and Television)	42	1.8
More than one	817	34.8
Other	61	2.6
None	619	26.4
No answer	146	6.2
Total	2,346	

Most Citizens of Minnesota Have a High Regard for the University: In the faculty's judgment most Minnesotans have a high regard for the University. Sixty-nine percent of all the faculty agreed with the statement. Fourteen percent were uncertain and 7.5% said they did not know.

Among the colleges, 73% of the Agriculture faculty endorsed agreement with the statement as did 69% of Health Sciences; 67% of Duluth; and 66% of Liberal Arts. There was no difference among the colleges in the proportions answering uncertain, but there was some small difference between the Duluth faculty and the Twin Cities Campus units on disagreement with the statement.

The details are shown in Table 27.

See Table 27 on next page

TABLE 27

MINNESOTANS HAVE HIGH REGARD FOR UNIVERSITY

	1	2	3	4	5	6	7	8	9	10
	All Respondents		Agriculture		CLA		Health Sciences		Duluth	
	Number	Percent of 2,346	Number	Percent of 306	Number	Percent of 355	Number	Percent of 480	Number	Percent of 250
Strongly agree	196	8.4	18	5.8	38	10.1	42	8.7	16	6.4
Agree	1422	60.6	204	66.6	200	56.3	293	60.8	152	60.8
Uncertain	329	14.0	43	14.0	55	15.4	70	14.5	35	14.0
Disagree	178	7.6	24	7.8	22	6.1	40	8.3	12	4.8
Strongly Disagree	22	0.9	2	0.6	6	1.6	1	0.2	--	--
Do not know	177	7.5	10	3.2	32	9.0	30	6.2	31	12.4
No answer	22	0.9	5	1.6	2	0.5	4	0.8	4	1.6
Total	2,346		306		355		480		250	

In My Opinion, Compared to all U.S.A. Universities, the University of Minnesota Ranks Among the Top: Approximately 20% of all respondents ranked the University of Minnesota among the top ten in the U.S.A.; but more than 65% ranked it among the top 30. The differences among the colleges rest largely between the College of Liberal Arts and the others. Approximately 75% of the Liberal Arts faculty ranks this University among the top 30 and 13% among the top ten. The other college faculties give the top ten rank more frequently than does the Liberal Arts faculty. By contrast, 29% of Agriculture, 22% of Health Sciences; and 24% of Duluth rank the University in the top ten. Concomitantly, the ranking in the top 30 in the latter three units is given by approximately similar proportions with 62% of Duluth, 62% of Health Sciences, and 59% of Agriculture

The details are shown in Table 28.

See Table 28 on next page

TABLE 28

THE RANK OF THE UNIVERSITY AMONG ALL U.S.A. UNIVERSITIES

	1 2 All Respondents		3 4 Agriculture		5 6 CLA		7 8 Health Sciences		9 10 Duluth	
	Number	Percent of 2,346	Number	Percent of 306	Number	Percent of 355	Number	Percent of 480	Number	Percent of 250
Top 10	480	20.5	89	29.0	45	12.6	106	22.0	59	23.6
Top 30	1531	65.3	179	58.4	265	74.6	296	61.6	156	62.4
Between 10-30	56	2.4	8	2.6	13	3.6	11	2.2	2	0.8
30-50	54	2.3	5	1.6	6	1.6	14	2.9	4	1.6
Very poor, in low rank	8	0.3	--	--	--	--	1	0.2	1	0.4
Other	83	3.5	7	2.3	10	2.8	23	4.7	8	3.2
Not relevant	10	0.4	--	--	--	--	--	--	1	0.4
No answer	124	5.3	18	5.8	16	4.5	27	5.6	19	7.6
Total	2,346		306		355		480		250	

In My Opinion, my Department Compared to All U.S.A. Departments in its Field, Ranks Among the Top: Although only 20% of all respondents ranked the University among the top ten, 45% ranked their departments among the top ten. Almost 33% ranked their departments among the top 30, and a few respondents rated their departments as very poor. The variations among the colleges in departmental ranking are dramatic. Note should be taken that the Duluth Campus is organized into academic divisions rather than distinct department units and the responses should be read with this qualification. However, the Agriculture faculty with 70%, and the Health Sciences with 60% reflect a faculty ranking of departments in the top ten. The comparable proportions in Liberal Arts is 44%.

The corollary of these rankings are the proportions giving departmental ratings in the top thirty. Forty percent of the Liberal Arts faculty with 29% in the Health Sciences and 21% in Agriculture, gave this ranking as shown in Table 29.

See Table 29 on next page

TABLE 29

THE RANK OF DEPARTMENT AMONG ALL U.S.A. DEPARTMENTS IN THIS FIELD

	1	2	3	4	5	6	7	8	9	10
	All Respondents		Agriculture		CLA		Health Sciences		Duluth	
	Number	Percent of 2,346	Number	Percent of 306	Number	Percent of 355	Number	Percent of 480	Number	Percent of 250
Top 10	1062	45.3	215	70.2	158	44.3	289	60.2	23	9.2
Top 30	770	32.8	65	21.2	144	40.5	138	28.7	56	22.4
Between 10-30	54	2.3	4	1.3	10	2.8	8	1.6	8	3.2
30-50	50	2.1	2	0.6	7	1.9	6	1.2	17	6.8
Very poor, in low rank	18	0.8	--	--	4	1.1	3	0.6	3	1.2
Other	170	7.3	9	2.9	13	3.6	16	3.3	69	27.6
Not relevant	52	2.2	--	--	1	0.2	3	0.6	24	9.6
No answer	170	7.3	11	3.5	18	5.0	17	3.5	50	20.0
Total	2,346		306		355		480		250	